

Lesson study Triad 2 Summer Term 2016

Reading in Year 5

Link to SDP – ‘improved outcomes for all children in core subjects’ – targeting children who are at risk of falling behind.

Date	Focus	Actions
10.05.16	<p>Initial discussion - to decide which class the lesson study would take place in. Three suggestions were –</p> <ol style="list-style-type: none"> 1. EYFS – Maths and enhancing provision in ongoing areas (<i>SDP – Teaching, Learning and Assessment – Ensure the curriculum inspires and engages all learners</i>) 2. Year 1 – Handwriting focusing on children with reversals (<i>Teaching, Learning and Assessment – Improve outcomes in writing-Improve outcomes for SEN pupils</i>) 3. Year 5 – Reading for pleasure and vulnerable groups (<i>SDP – Teaching, Learning and Assessment- Reading for pleasure and targeting children who are at risk of falling behind</i>) 	<p>*EYFS would be beneficial later once all of the outdoor provision is completed. We could then look at both indoor and outdoor environments.</p> <p>*Y1 could be more of a SEN focus through SENCo monitoring.</p> <p>*Y5 - Decided that the lesson study would take place in Y5, focusing on reading for pleasure but being tightly focused on the selected group’s needs.</p>
10.05.16	<p>First meeting – at the first meeting we decided:</p> <ol style="list-style-type: none"> 1. Which children would be the focus group to be observed. 2. That the CT would be working with a guided reading group working on that day’s text. 3. The independent groups would be working on their usual guided reading activities. 4. We would also observe the layout of the groups and the activities and how it is conducive to the learning. 	<p>*Look at and follow the usual planning for guided reading in Y5 to enable a true picture to be seen</p> <p>*Look at current assessment of the focus group of children</p>
15.05.16	<p>The lesson study – 1st lesson –</p> <ol style="list-style-type: none"> 1. Group was working on a phonics activity using phase 5 GPCs to write sentences. 2. Child A was working on spelling practice from the Y5/6 word list. 3. All focus children were questioned regarding their preferences for reading. 	<p>*To focus more on the reading using activities such as yes/no questions or sentence substitution for group 1 to introduce some humour linking to their interests.</p> <p>*Read each other’s sentences to enhance reading skills and peer assessment.</p> <p>* AL - instead of using poetry use a non-fiction text for handwriting in next session, linking to his reading preference.</p>

16.05.16	<ol style="list-style-type: none"> 1. Group 1 was working on a reading comprehension activity (using phase 5/6 phonics questions with some added humour). They were answering each one using full sentences. Also focusing on their handwriting. 2. Child A was working on practising handwriting using a poetry book of his own choice. There was a selection of non-fiction and poetry books linking to his preference of reading materials. 3. All focus children in group 1 were questioned regarding their use of reading comprehension skills and strategies they use to answer questions. They discussed how they access relevant resources to support and enhance their own learning. 4. Pupils in Group 1 were peer marking and working cooperatively to extend their reading skills further. They followed the school marking policy. 	*Reading questionnaires (see below)
	<p>Final debrief – We believe that the use of texts and reading materials relevant to each pupils interests ensures they are focused and engaged with the task. This allows them to enjoy their reading whilst achieving the outcomes for the sessions. They also worked more cooperatively when the reading materials were of interest and with some added humour. The group took their own learning a step further using previously learned skills and adapted them to suit the activity i.e. when reading and answering questions this stimulated discussion and they began to justify their answers instead of a direct yes/no answer.</p>	<p>*BC will carry out reading questionnaires for all of the pupils in her class to document their thoughts and preferences for reading. *She will then use the results to offer a range of reading materials relating to pupils preferences and choices, providing them with opportunities to access a range of texts and reading materials to enthuse them, whilst providing appropriate challenge.</p>
<p><u>Reflection and Key Points-</u></p> <ul style="list-style-type: none"> • Ensure that all pupils are engaged and focused on their tasks through the provision of a range of appropriate and relevant texts to enable them to enjoy their reading and achieve the session/lesson outcomes. • Consider the interests of pupils and incorporate this into their reading activities to enthuse them. • Provide pupils with choices and allow them to take control of their own learning and challenge themselves. • Pupils are able to freely access resources to support them when challenges occur when it is appropriate to the activity/session. 		